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ABSTRACT

Montana's Johnson-O'Malley (JOM) funds provided services for 6,094 and 7,613 Indian students respectively in 1973 and 1974. JOM funds were channeled into special projects, i.e., home-school coordinators, tutors, counselors, special transportation, special teachers, Indian teacher aides, Indian studies classes, summer programs, field trips, cultural programs, and boarding home care. Kindergarten programs were also made available to Indian children. Two other "very successful" JOM projects were the Montana Indian Youth Practicum (a statewide gathering of Indian youth to allow them to become more familiar with Tribal government, the Bureau of Indian Affairs, and the Montana Inter-tribal Policy Board) and the Speech Tournament which allowed Indian students to compete against one another in speech and debate. In 1974, there were also 28 local Indian parent advisory committees operating in 28 school districts. Although their involvement in JOM program planning and evaluation varied from school to school, most committees made tremendous gains and their input into JOM funded special projects had a very positive affect on the education of Indian children. This report presents the school reports of JOM funded projects, the JOM annual financial report, the administrative budget, a summary of allocations, JOM and Title IV enrollment data, and a summary of the Title IV Indian Education Act. Tabular data pertain to JOM allocations by reservations; and Montana Indian reservation statistics on enrollment, teachers, and school board members. (NQ)

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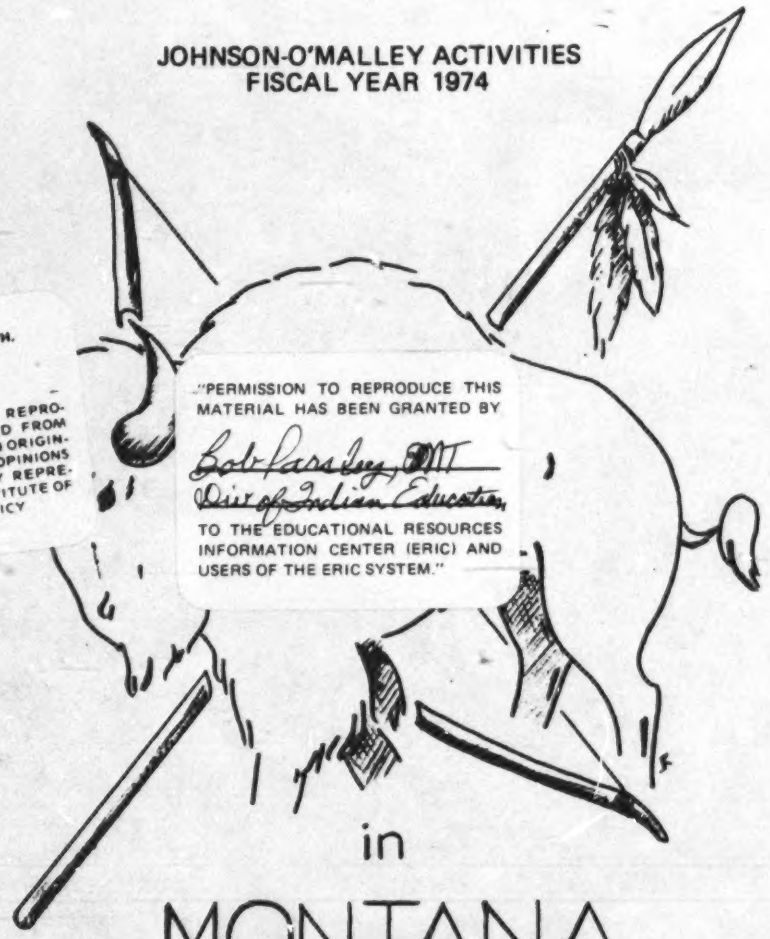
ANNUAL REPORT of INDIAN EDUCATION

JOHNSON-O'MALLEY ACTIVITIES
FISCAL YEAR 1974



in

MONTANA

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MONTANA

Montana became involved in the Johnson-O'Malley Program soon after inception of the Act in 1934. The early contracts were between the Local Indian Agency Office and the local school districts. In 1946, the Office of the Superintendent of Public Instruction began to contract annually with the United States Department of the Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. The first contract was for $176,944 which included funds to assist 46 school districts enrolling 2,720 school children. These funds were used primarily for basic education in the several school districts until the amendment to Public Law 874 in 1958. After this date, Johnson-O'Malley funds were gradually reduced and used primarily to provide free or reduced price lunches for Indian children.

Since 1967, the Montana Johnson-O'Malley program has taken on new dimensions. It was found that many schools needed funds special education programs primarily designed for Indian students.

In 1973 and 1974 Montana's Johnson-O'Malley program received a much needed financial increase. The statewide budget for Johnson-O'Malley Act funded projects increased to $1,060,000. These funds provided services for approximately 6,094 and 7,613 Indian students respectively in 1973 and 1974. Johnson-O'Malley funds were channeled into special projects which included home-school coordinators, tutors, counselors, special transportation, special teachers, Indian teacher-aides, Indian studies classes, summer programs, field trips, cultural programs, boarding home care, and several others. Kindergarten programs were also made available and many Indian children were enrolled in these.

Two other very successful Johnson-O'Malley projects were the Montana Indian Youth Practicum and the All Indian Speech Tournament. The Practicum was a statewide gathering of Indian youth where they became more familiar with Tribal government, the Bureau of Indian Affairs, and the Montana Inter-tribal Policy Board. The Speech Tournament allowed Indian students to compete against one another in speech and debate. Participation in both of these events has increased greatly in the last two years.

Since 1969, there has been an increased effort to involve Indian people in the planning, development, and evaluation of Johnson-O'Malley Act funded special projects. This effort has been rewarded as a total of approximately 630 people attended the Annual Johnson-O'Malley financed Montana Indian Education Conference. Most of the people who have attended this conference in the past two years have been local Indian parents. In most cases Johnson-O'Malley funds were used to pay the expenses of travel so that these parents could attend this conference and others like it.

In 1974 there were 28 local Indian parent advisory committees operating in 28 school districts. Although their involvement in Johnson-O'Malley program planning and evaluation varied from school to school, most committees have made tremendous gains and their input into Johnson-O'Malley Act funded special projects has had a very positive affect on the education of Indian children in Montana.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1974

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	$176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,060,000	7,613
1974	1,060,000	6,666

Johnson-O'Malley Act Funded Special Projects

Blackfeet Indian Reservation

Browning

Summer Recreation

The Blackfeet Summer Recreation Project is a cooperative effort by the Community Action Program, the Blackfeet Tribe, the Bureau of Indian Affairs, the school district and the community to provide the Blackfeet Reservation youth an equal opportunity to participate in directed and planned recreation activities such as baseball, softball, swimming, camping, etc.

The Board of Advisors, through the project director, will effect all hiring, policy decisions, dismissals and project record maintenance. It is the duty of the Board to insure proper fund expenditure and compliance to guidelines.

Success of the project will be measured through the number of active participants and through the reports from the individual activities which will be submitted at the end of the summer.

Home-Coordinators

The project is designed to improve school/community/parent communication and relations by the employment of local home-school coordinators.

The objective by the school district is to bring the school to the Indian people and involve them by person in its function.

The coordinators maintained personal logs of their involvement with the parents and the community. The success was seen through improved health and appearance of students, increased sensitivity of some staff members towards the community, increased attendance of the children directly involved with the coordinators and the increased community response to the school.

Young Grey Horse Society Program

In this program the children learn and perform many of the old Blackfeet songs, dances and ceremonies on the reservation and at various celebrations across the United States.

The objective of the program is to preserve the Blackfeet Culture through native songs, dances and arts and crafts.

The program is evaluated through their very active participation and the increased interest in the native culture.

Special Transportation

The objective of this project is to provide transportation for Indian children not available by the school district to insure equal educational activities for the Indian school children.

Nearly 1500 children from School District No. 9 directly received benefits from this project. Transportation was provided to isolated rural children for extra curricular events, a bus for extremely cold weather, transportation for cultural activities of children and for student Indian conferences.

Kindergarten

The objective was to provide kindergarten for Indian children in Browning, Starr and Babb.

Three teachers handling two sections each were employed to provide a classroom at Browning, Starr and Babb. These 60 children involved will be better able to achieve when they enter grade 1 due to the activities of kindergarten.

Johnson-O'Malley Travel

Both Browning's and Babb's Johnson-O'Malley committee of parents received $1000.00 each to support participation at the State Indian Education Conference. It was successful as indicated by the great number of Blackfeet at the conference this year.

Science Program

The project was designed with the cooperation of the State Superintendent of Public Instruction and the National Science Foundation to improve elementary science instruction for Indian children.

Through this project, Science Curriculum Improvement Study materials are available and used for all Indian children grades 1 through 6. The teachers are being trained during the summer and through inservice to instruct through this approach.

Babb School Indian Studies

The project was designed to help facilitate a better appreciation and understanding of the Blackfeet heritage among the children at the Babb Elementary School.

About 73 elementary children (K-6) were involved through books, films, records, field trips and activities. Most of the activities were in conjunction with the schools daily schedule.

Starr School Bicultural Project

The school staff and the community at Starr shared experiences with bicultural programs. The school and the community worked together to provide educational activities for their school children. Activities involved were specific cultural events, development of curriculum materials and sharing of all educational events at Starr.

All the children and about fifty percent of Starr community were directly involved.

Blackfeet Indian Education Conference

The main objective was to develop an awareness of the Indian parents of their responsibilities and opportunities in making decisions pertaining to the educational programs on the Blackfeet Reservation.

The conference was well attended and feedback indicated a successful program.

Native Songs and Dances

The project was designed to help children learn from the old people about their native Indian culture. The object of the program is to help build in the children a self-concept, appreciation, enjoyment, knowledge and skills in singing, bead work, dancing and art of the Blackfeet culture.

Browning Cultural Project

The Blackfeet language was taught in the high school and junior high as an elective in the foreign language department. About 75 children were involved in the classes.

Cut Bank

Heritage and Culture

The majority of children in this school are white or white-Indian, being chiefly white and considering themselves white. Therefore, we chose to teach heritage and culture to all through the medium of art. The project objective is to make the children aware of others and how talents or abilities vary with individuals. Subjects are chosen to create an interest in the past and in the surroundings and also to develop an appreciation of the natural world and the need to preserve it.

Parental Cost - Personal Grooming

Some children seem less well groomed and this is usually due to home care. Supplies were purchased and used, both at school and at home. These

included wash cloths, soap, hair ribbons, combs, towels, socks, etc. The objective was to give the children a feeling of equality and belonging, to improve social acceptance and a feeling of worth in their own eyes. This improved social acceptance, taught them personal care is important and probably awakened the home to these simple needs. The shining eyes when the teacher tied ribbons in hair after shampooing makes one know this is worthwhile and doesn't come out of a devoted teacher's own purse.

East Glacier

No narrative report submitted.

Heart Butte

Science

Elementary Science Study materials and Science Curriculum Improvement Study materials were purchased to help improve the instruction of science. Teachers and students react very favorably to the new materials.

Johnson-O'Malley Committee

Money was provided to send Johnson-O'Malley committee members, aides and other Indian people to and from conferences and training sessions for Indian parents. We are trying to acquaint Indian people with the latest development in Indian Education. The committee members, teachers and aides have commented favorably on this program.

Field Trips

Money was used to send all classes on extensive field trips in Montana, Canada and the World's Fair. Other than the field trips, the children seldom leave the reservation.

The objective of the program is to broaden the backgrounds of the students and better acquaint them with modern and historical places and facts. All people associated with the field trips rate this program as very important.

Enrichment

Money was provided to pay an Indian music teacher aide and purchase supplies for the Indian culture program and the cooking and dewing classes. We are trying to enrich the overall educational climate by providing the necessary tools, and to furnish supplies and assistance for Indian culture enrichment. The program is successful on both parts. The Indian culture enrichment has manifested itself on an increased interest and participation in Indian activities by the entire community.

Activity Bus

The bus was used to transport high school students in the Heart Butte area, who are enrolled in Valier High School, to school activities in Valier. Our objective was to afford an equal opportunity for participation in school activities for Heart Butte area high school students. The program was rated successful.

Kindergarten

Money was used to hire one teacher, one aide, partial salary for three cooks and pay for teaching supplies and building rental for the kindergarten project. The program improves the background and social skills by providing a pre-first grade experience. The program is rated as successful by teachers, aides, Johnson-O'Malley committee members and University of Montana consultants. Test scores reviewed over a period of five years show an increase trend in the primary grades.

Teacher Aides

The aides assist teachers in all classrooms, working with students individually and in groups. We are trying to help make the development of an individualized curriculum possible. All teachers and Johnson-O'Malley committee members rate this segment highly. This program is the most important Johnson-O'Malley project.

Educational TV

Through this program, 3 TV channels were provided for the Heart Butte school area and equipment was purchased for video programming in the school. Our goals were to reduce the effects of isolated on students background and to increase the students fluency with the language by providing additional background stimuli. Even though it requires the entire year to develop and set up the project, teachers, other staff members, students, Johnson-O'Malley committee members and consultants report very favorable results from the project.

Research and Planning

This program provided services from the University of Montana Division of Research and Services for inservice training, curriculum development, testing and evaluation and planning for improved facilities. We wanted to obtain development of an individualized curriculum and increase the quality of instruction to improve the basic skills (reading, math, etc.) of students. Teachers report a highly favorable reaction to the consultants. Testing indicates an upward trend in scores. Considerable progress was made in the development of an individualized curriculum.

Valier

Teacher Aide Program

The program was designed to give special aid to the Indian students. The students could then get better grades in the classroom and become more aware of their cultural and social heritage. The elementary showed good results, but the high school left a lot to be desired.

Transportation

This program provided money for the Johnson-O'Malley committee to travel to and from conferences and training sessions for Indian parents. It enables Johnson-O'Malley people to keep abreast with current happenings. It showed a high degree of success.

Counselor

The counselor guides the Indian student in class selection and directs them into fields where they will be self proficient after graduation. The project was successful.

Crow Indian Reservation

Hardin

Bilingual-Bicultural Program

Because we serve a bilingual-bicultural community we believe the total curriculum should address itself to providing a bilingual-bicultural approach to student learning. All programs, regardless of funding, are in the process of being directed in the above direction. Johnson-O'Malley funds have been delegated to serve three basic areas for the Indian student. These are:

1. Bilingual readiness to cope with English developed materials for classroom learning. This includes our kindergarten and readiness room for pre-schoolers.

2. Communication readiness to enable and encourage student participation in classroom discussions. This includes our Activity Media Program at Crow Agency and Indian speech classes at the Junior and Senior High School level.

3. School acceptance and activity participation to develop a sense of self-image and of belonging. This includes our Indian Studies Program and activity bus for transportation.

We feel very strongly that all three parts of the Johnson-O'Malley program are bringing about constructive change within the community. Non-Indian, as well as Indian are being helped.

Other related programs within the district are:

1. Bilingual program to develop a written Crow language and to coordinate the learning process from Crow to English.

2. Career Opportunity Program to develop bilingual staff.

3. Teacher Corps to develop teachers who are aware of the learning needs of our students.

4. Right to Read program to develop a reading program coordinated without bilingual needs.

5. Bilingual Aides to employ staff capable of communicating with the Crow child.

6. Staffing changes to employ administrative and other support personnel who can and will relate to Indian students and parents.

Our main concern at this time is to develop facilities to meet the space and equipment needs of our program.

Communications Through Creative Art and Drama Program

The objectives of this program are to:

1. Improve the verbal and non-verbal communication ability of the child.

2. To improve his self-image.

3. To change, positively, attitudes toward school and education, and increase expectations of success in school.

4. To improve the child's daily attendance and the school's holding power through student involvement.

5. To improve the attention span for children needing the improvement. They will be required to engage in projects and activities designed to motivate their working actively for progressively longer blocks of time.

5. To improve social stability the learners are required to work with other students of both sexes within his peer group and perform with them both formally and informally, before other groups. The difficulty of the performances will be governed by the child's ability.

The Creative Art and Drama media are used to fulfill the objectives of this program. The outcome desired is a learner developing his communication abilities so that he can relate better to the world around him.

To achieve the above objectives the learner will participate in the following activities according to his abilities and the expectations of the teacher. The teacher and one assistant will be responsible for the motivation.

1. The learner will successfully participate in four major group activities in which he will be required to perform both verbally and non-verbally. For verbal activities such as puppet shows, flannel stories and dramatic monologues, he will be required to write or assist in writing his own dialogues under the guidance of teacher or assistant.

2. The learner will be required to read and discuss orally materials chosen by the teacher, and relating to the nine major art projects, and/or his cultural background.

3. The learner will learn to use and spell to the best of his ability 50 vocabulary words that relate to the fields of art and drama. The teacher will determine the limit of his ability through observable performance and testing.

4. The learner will participate in four art and creative writing competitions with own classmates and groups from other schools.

5. The learner will participate in nine major art projects, through which he is urged to develop his own creativity and initiative. The completed projects will be exhibited in public exhibits.

The disadvantaged children participating in this program present a very heterogenous group, so the degree of improvement will depend on the child's own abilities. The behavioral outcomes ultimately aimed for in this program are ones that will enable the child to compete more effectively in the predominently white school he will enter upon finishing the sixth grade here. Development of a greater sense of self-worthiness, raising educational aspirational level, and developing positive attitudes toward school are very necessary if they are to have expectations of success in school.

They are initially involved in four major dramatic activities that involve verbal activities before the public, their peers or their juniors, nine major art projects (such as ceramics, weaving, design, several painting media, etc.) and four competitive activities such as poster contests, writing contests, and the illustrating of books and songs. At least four public exhibits are held each year.

Kindergarten Objectives

A major objective of the kindergarten program is to develop a kind of curiosity and excitement about learning on the part of the children and orienting the five year olds to the school environment.

Developing a positive self-concept, as well as a good self-other concept, is of utmost importance. Self-concept is defined as involving what a child thinks he is, what he thinks he can do, and what he thinks he cannot do.

Problem solving skills such as tying shoelaces, buttoning and unbuttoning jackets, printing the letter A, etc. are taught in kindergarten. Experience is a critical factor in developing readiness. The kindergarten program teaches the basic colors, the alphabet from A to Z, number 1 through 10 and their relationships, left to right progression, experiences in writing, develops creativity, good health habits and the use of all five senses. The children are taught to take care of the materials in the room. Emphasis is placed on the child and his environment. Since the most important tool for learning is the child's talking and listening activities, a major portion of the kindergarten curriculum evolves around these two. Physical education is also a very important part of our program.

Home School Counseling Program

There is a home visitation program in our school. This is not funded by or directly involved with the Johnson-O'Malley programs, but there is a good deal of overlap of families involved. A trained counselor and a Crow speaking assistant make visits to the homes of all children enrolled in the Bilingual Program. Both the broad aims of the program and the responses of the particular children involved are discussed on these visits. Parents are also encouraged to visit school and attend meetings and classes. We find that in a visitation program it is confusing to parents if we try to separate the aims and purposes of the various programs in our school. It works better to discuss their children's total program and any special problems a child may be having with each set of parents. In this way the parents often develop a greater interest. Some have come to school following a house visit when they had never attended meetings here before.

Space and Equipment Needs

We have been limited by space problems at Crow Agency School in the past. The Readiness Room is in a prefab unit immediately adjacent to the school building. Both of these programs suffer from physical separation from the rest of the school. The lack of space in the main building also prevents us from implementing some program aspects as much as we would like to do. Speech and drama, for instance, is hampered by the fact that the stage is part of the gymnasium which also serves breakfast and lunch programs as well as physical education periods. In addition to this, the stage is a part time classroom for several bilingual classes.

In the fall of 1974 the kindergarten program will be supported through the state foundation program. It is hoped that some of the related Johnson-O'Malley money can now go into meeting our strong space and equipment needs.

Readiness Room Objectives

The main objective of the Readiness Room is to provide those experiences that an immature six year old can succeed at and that will preapre him for later success in school.

Specific objectives are to provide movement activities so that the immature child can develop from the use of his large muscles to the use of his small muscles, to provide informal situations so the child can develop his language, especially English, so he can handle reading and instruction in English later, to provide proper discipline so the child will develop social and emotional awareness, learn to get along with others and handle his own problems, to provide those concrete experiences that will enable the immature child to develop his mind and to develop a child capable of functioning in two cultures and languages, specifically in the school situation.

Because the number of pupils is small in the Readiness Room, the teacher individualizes the program. Each child starts where he should and the teacher helps him to develop as far as he can.

Ideally, the child is ready for first grade at the year's end. He knows and can reproduce the alphabet. He counts to 100 and can reproduce the numbers between 0 and 100. He is at least familiar with adding. He is familiar with left and right. He can follow directions in English. He displays good control of his pencil. He can tell rhyming words and words which begin alike. Paper work is important to him. He adjusts easily to other children and also to not having his own way. He works independently. He understands rules and can follow them. He understands and can follow a schedule. He is interested in small muscle activities, like books, coloring, making things with his hands, rather than only big muscle activities like running, playing in the sandbox. He discusses his experiences more than superficially and can also discuss and listen to ideas. The child begins to ask the question why about things in his environment.

Lodge Grass

Bilingual Counselors

This project is designed to provide counseling services to the Indian students of this school district. These counselors will be bilingual adults selected from the community to whom the students may turn to informally in the hallways and grounds, etc.

The method of evaluation will be teacher observation and motivation exhibited by the students. The counselors will keep records on each student.

Transportation

This project is to provide transportation for 17-20 Indian students who live under the 3-mile limit and cannot be picked up by a regular bus due to overload. Some of the families have no way to get their children to school except by walking. It is too cold a good part of the year and some of the children are small. This will be the North Little Horn Route.

This project helps in improving attendance and school progress.

Transportation: Kindergarten Bus

We need a kindergarten bus to return students to their homes at noon. The Johnson-O'Malley bus previously purchased is being used to transport part of the students, but it isn't sufficient for the transporting of all the students. There are approximately 55 miles of travel on this route (Owl Creek).

Science Project

This project is a new approach to the teaching of science in grades 7 and 8. This project will improve the interest and learning of the students.

We are trying to achieve a higher interest and a willingness to learn in the area of science.

School Nurse

A school nurse will be hired to keep health records, advise staff of health needs, check with parents of health needs, coordinate school nursing program with county nursing program, perform first aid duties and other jobs pertaining to the general health needs of the students.

We are striving for a great awareness of the health needs of the students and advice on how to meet them.

Johnson-O'Malley Committee Travel

The objective is to allow the Johnson-O'Malley Committee members to attend Indian Education meetings which would help them in determining what would be beneficial to our school.

Edgar

Teacher Aides

This project provided for two Indian adults from the Pryor community to act as teacher aides in the school. These aides work full time during the school day and perform duties to help the teacher so that individual help can be given to those students that need it.

Our objective was to provide direct or indirect help to all Indian students in the school.

The project was very successful and the students seemed to progress more.

Activity Transportation

This project is designed to provide transportation for Pryor area students that stay at school after the regular bus run so that those students may participate in athletics, work projects through Neighborhood Youth Corp, makeup and additional academic work, theatre and musical productions, etc.

The project proved to be very successful and gave the students who lived a distance from town an opportunity to participate in school functions.

Parental Costs

This project is designed to provide parental costs where it is needed. Mainly, it will be used to provide an evening lunch for those students that ride the late bus. Some other costs that might be taken from this project would be cost items for a need Indian student.

The project proved to be very needy and successful to the education of Indian students.

Wyola

Kindergarten

This project is designed to provide a kindergarten program for Wyola. We have had this program for the past two years and think it has proven to be very satisfactory.

Our objective is to prepare kindergarten student for first grade.

The project has proven to be a great success to the school.

Home School Coordinator - Bilingual Aides

This project is designed to provide a home-school coordinator and bilingual aides for our school.

Our objective is to bring better communication between the school and the home.

We experienced a very successful year last year with the help of the home-school coordinator and we think the project should be continued.

Johnson-O'Malley Committee Travel

Funds are provided to help the Johnson-O'Malley committe members to be able to attend conferences and workshops deemed necessary.

The project proved to be very successful in that it let the committee members become directly involved and attain more knowledge of how to help improve Indian children's interest.

Eighth Grade Field Trip

The project enabled the eighth grade to travel to Denver, Colorado for a spring trip before graduation.

The students toured the United States Mint, the United States Air Force, the Denver Post, Colorado State Capitol and the Denver Opportunity School.

The students had candy sales, bake sales and they sold school sweaters to help contribute towards the cost of the trip.

The students found the trip very informative and it also provided an opportunity for students who have never been out-of-state, the opportunity to do so.

Pryor

Guidance and Counseling

This program sought to bring the community into fuller support of the school, thus reinforcing the academic effectiveness of the school.

The objectives were to provide funds for school community projects, which would bring the community into fuller support of the schools and to provide supporting activities for students.

The objectives were fully met. A variety of projects were supported. Particularly successful was the organization of a local girl scout troop.

Expansion of Curriculum Offerings

This program provided funds to purchase a variety of instructional materials and inservice training for the elementary school. Also included was development of program and purchase of supplies for the new high school.

The objectives were to expand the curricular offering of the elementary school through purchase of new materials and training faculty in their use. An added objective was to develop and partially supply the high school program.

The objectives were fully met. The elementary program continues to expand and improve. It is now an exemplary program. The high school program was given the initial thrust needed to insure success.

Kindergarten

This program sought to continue the operation of the kindergarten program.

The objectives were to support the salaries of kindergarten personnel, purchase supplies and purchase a mini bus to transport students.

The objectives were fully met. Qualified people were employed and operated a highly successful program. The mini bus was purchased and is in service improving both the safety and convenience of students.

Teacher Aides

The request was for four local people to be employed as aides to elementary classroom teachers. The aides were to be fluent in the Crow language.

The objective was to provide assistance in classroom management to the teachers and to provide tutorial and small group instruction. An important additional objective was to assist students where translation from Crow to English is a problem.

The objectives were fully met. This is reflected in the improved academic performance of the students.

Administration

The program involved the use of a part-time consultant from Eastern Montana College.

The objective was to provide consulting help to the school administration and the board of trustees particularly in areas of program development and school personnel selection and training.

The objective was fully met. The board and administration continue to be very satisfied with the consultant who has been with the school for three years and is well acquainted with the school and the community.

High School Needs Survey

This program supported the conducting of a complete survey of the community's need for a local high school.

The objective was to conduct a study of the need for a local high school. The study was to include population projections, financing, program, building needs and any special problems.

The objectives were fully met. The study was completed and was the basis on which a new high school district was formed. In the fall of 1974, the new high school, Plenty Coups High School, opened. The new high school is a success by every standard.

Travel

This category reflects an expenditure utilize for travel of members of the Pryor Johnson-O'Malley committee to state and national Indian conventions and congressional testimony by the board of trustees in Washington, D.C.

The objectives are two-fold: First, travel money was provided to send the Pryor Johnson-O'Malley committee to several state and one national Indian Education Convention. Second, travel money was provided to send the board of trustees of Pryor Public School to Washington, D.C., in order to offer special testimony with regard to "Construction Monies" designed for the planning of the newly created "Plenty Coups High School".

The objectives were fully met. Both the Johnson-O'Malley committee and the board of trustees successfully accomplished their respective goals.

High School Rennovation

The entire interior of an old elementary building located in Pryor was totally rennovated. New insulation, doors, paint, carpet and rest room facilities were provided in order to temporarily house the first class attending Plenty Coups High School.

The project objective was to provide a "rennovated facility" and the temporary housing of students attending the newly created Plenty Coups High School.

The high school rennovation was successfully completed in time for admission of the first class of students to Plenty Coups High School. Certainly, the monies expanded have provided a safe and comfortable facility for native American students until funds can be secured for the construction of the new Plenty Coups High School complex to be built in the near future.

Athletics

This category reflects an expenditure designed to provide Crow Indian students attending Pryor Public School with needed athletic equipment, which otherwise would not have been available due to a shortage of monies with the general budget.

The objective was to provide uniforms and other needed equipment for athletic programs at Pryor.

The monies were utilized for the purchase of much needed uniforms and equipment which could not have been secured from any other source, due to lack of funds.

Trailer Payment

This reflects the expenditure of funds for the final payment on the Johnson-O'Malley kindergarten trailer.

The project objective was to provide housing for Crow Indian children attending kindergarten in Pryor.

The final payment was made on the trailer which in past years has provided housing for Crow kindergarten children attending kindergarten.

Flathead Indian Reservation

Arlee

Home-School Liaison

The Home-School Liaison is bridging the gap between the school and the Indian parent by home visitations and bringing the parent into the school.

Our objectives were to foster the improvement of working relationship between home and school through better communities. The project is working to bring better relations between the parents and the school. The project is much needed to keep the parents involved in what is going on at the school level.

Indian Studies Class

The school is providing experiences for Indian students in their history, government, cultures and social problems.

The project objective was to organize an Indian Studies class.

The problem with the project is finding a person who is free to teach the class each day.

Science Curriculum Improvement Study

This project was provided to introduce a science laboratory approach to under achievers. The project proved successful. The students that lacked interest in science became more interested and involved in the program. We were able to purchase enough equipment for grades 1 through 6.

Travel Expense for Students

Besides attending the wrestling tournament, students went to the beach, Disneyland, Knott's Berry Farm, and Tijuana, Mexico.

The project objective was to assist the Indian students in the elementary to attend the National Junior Olympia Wrestling Tournament in Long Beach, California.

Kindergarten

The objectives of this project will be to prepare the Arlee cultural disadvantaged students for the first grade.

The project proved to be succesful in that it helped prepare students for the first grade.

Indian Art Program

The art project was planned for students of Arlee School. On saturday mornings we had one class of graduate art students from the University of Montana instruct the class.

The main emphasis of the program was on Indian arts and crafts.

The program was dropped because of poor facilities and poor attendance. The class should be made a part of the regular school day and curriculum.

Elementary Library

This project was designed to purchase books about the American Indian for the central library in the elementary school.

Emphasis was placed on purchasing the old stories and tales of Indians. The books were not received until late in the year, so therefore the project didn't really get started. We hope to get the project going well next year.

St. Ignatius

High School Indian Studies Classes

This project was designed to successfully offer an Indian Studies class. A coordinator, required to be a local Indian person, was hired to provide and find resource materials, persons and activities of the lifestyles and models of Native Americans.

The objective was to provide insight and appreciation of cultural diversity between Indians and non-Indians and provide mechanism for Indian students to preserve dignity, pride and identity.

The project was successful in that the Indian studies classes have been the prime motivation for several students to stay in school.

Johnson-O'Malley Committee Travel

Travel funds enabled Johnson-O'Malley committee members to travel to Johnson-O'Malley conferences in Billings and provided incentive for Indian involvement in education of their children.

Our objective was to involve Indian parents in the education of their children and provide orientation meetings and programs which would contribute to the parents' role as primary teachers.

The Johnson-O'Malley committee wrote and were funded for a Title IV grant and they also motivated formation of a Title VII Project. This helped the committee expand and involvement in the school is more readily seen.

Art Travel

This provided an art program for high school students. A large number of Indian students showed an interest and had a talent in art.

We are trying to develop skills in drawing, perspective, design and oil painting. Through pride and personal achievement, we hope to establish an incentive to stay in school.

The project has been designed to include classes for all elementary grades and advanced classes for high school students. The project brought out many of the talents and skills of which the students had.

Kindergarten

The general preschool program was provided for focusing on developmental experiences for preschool children.

The project provided interest and focused attention on early childhood educational needs.

The children adjusted readily to elementary school.

Counselor/Aide

An aide was hired to assist the Title IV Elementary Counselor.

The aide provided secretarial, group and individual assistance in guidance counseling and tutoring, and provided an element of familiarity among Indian children. From the project the Indian children were able to relate to the aide, making the school environment more realistic and relevent.

Adult Indian Studies

The project provided Flathead cultural classes for parents, teachers, community members and elementary and high school children. The classes covered Flathead history, language, arts and crafts, drumming and singing lessons and social economic and contemporary problems.

Our objective was to provide insight and appreciation of cultural diversity between Indian and non-Indians, provide a mode for parents to realize need for involvement in Indian education and develop community level expertise and culturally relevent materials to develop a resource center.

Enough material and expertise has been developed to expand training and work closely with University of Montana Indian Studies to offer the course as part of teacher inservice training.

Charlo

Home-School Coordinator

A coordinator was hired to help the parents become more involved in what is happening at the school level.

Our objective was to provide student counseling, better teacher relationship with student and parents and parent awareness and involvement with their childs problems, education and other school activities. The student, teacher and parent participation was excellent and testing shows marked improvement in Johnson-O'Malley students.

It was an excellent program. Coordinator does an exceptional job with the students, parents and teachers, adding greatly to our school system.

Johnson-O'Malley Advisory Program

The program was planned to have the Advisory Committee help with planning programs and other school activities, sending delegates to Indian Education meetings, etc.

Our objectives were to plan Indian programs, attend state and local Indian Education meetings and gather information for Indian Education.

The attendance has been poor but those that attended worked hard to provide a good program.

Hot Springs

Kindergarten

The kindergarten program for 1973-1974 was operated through the combination of district funds and Johnson-O'Malley funds. There was a total of 21 pupils in the program, 3 of these pupils were Johnson-O'Malley pupils. The program operated ½ days for two semesters with one teacher being employed.

Our objective was to better prepare the students that will enter the first grade for the first time the next school term so that the child will adjust more quickly and easily to a regular school program and therefore be able to meet the challenges of a school program more easily.

The standardized testing program used and the teacher's observations would indicate that the objective has been met.

Special Projects Tutoring

Tutors are used on a one-to-one basis with children that need help in the academic skills.

The objectives are to improve classroom performance in reading and other academic skill areas and to help the student with academic problems and to want to continue to be part of a regular class.

Teacher observations and standardized tests indicate that for the most part improvement has been greater than if the children had not received this special help.

Special Project Parent Advisory Committee Travel

Funds were applied for travel of parents to and from meetings that were concerned with the education of Indian students.

We tried to make it possible for parents of Johnson-O'Malley students to attend State sponsored Indian Education meetings.

The funds approved for this program has made possible the attendance of parents at State meetings.

Dixon

Home-School Coordinator

This project was designed to hire an Indian adult who will be able to visit with parents and generally develop liaison between the home and the school. In addition this individual would use part of her/his time to assist with Remedial Reading, since this is a very definite need in our school.

Our objective of the program was to bring the parents in closer relations with the school.

We feel that the program has been very successful and it is very much needed in the school to help keep the children interested in school.

Lapidary Class

The lapidary class is designed to teach the students the complete lapidary field, including rock and mineral identification and the making of jewelry out of precious and semi-precious stones by actual practice and work. This year's request includes funds for the purchase of faceting equipment to further expand the skills taught. We feel the program was very important to the education of the children and it also helped keep the children interested in school.

Johnson-O'Malley Committee Travel

Money is provided to help transport the committee members to and from conferences and workshops that hold some interest of the Indian culture. The program was a great success, in that it helped the Indian parents to better knowledge themselves with the Indian culture and history.

Montana Indian Youth Practicum

Additional money is needed in the Committee fund to use in sending Indian students to programs designed for them. Kyi-Yo Indian Days required the expenditure of a good share of the remaining Committee funds, which were short this year because of travel by two of our members last year. Reimbursement was supposed to be received, but was not.

The Committee would especially like to be able to send two students to the Montana Indian Youth Practicum.

The program was not real successful this year because of lack of funds.

Ronan

Cultural Orientation Project

Students were taken by school bus to various places of interest in the State of Montana.

Our objective was to acquaint students with life beyond the reservation limits and to provide the students with a learning experience in Montana history and geography.

The program was very successful as for many students this is their first trip away from home.

Committee Expense

Funds were provided to pay for parents attendance at conference and meetings.

Our objective was to give parents an opportunity to expand their knowledge of the educational process and to be a part of the Indian Education program on the State wide basis.

Participation in the activities, funded by this account, has been a very real help in having Indian parents involved with school. Wide participation still remains a problem.

Home-School Counselor

One person was hired to counsel parents and students on school problems. This person also served as a school nurse.

The objectives were to aid in the communication between the school and the parent, to help resolve problems and conflicts that may arise and to exert a leadership role in health programs and activities.

This is one of the most effective programs of the school and has had a real impact on students.

Indian Education Conference

This was a reservation-wide education workshop. It was held at the Kicking Horse Job Corp and involved Indian parents and educators from the entire reservation. Outside speakers were used as resource personnel.

We hoped to broaden the Indian parents' knowledge of the education system and the opportunities it offered their families and to explain how the school system functions in terms of finance, government and student welfare.

Attendance was minimal because of the time of the year. It was, however, beneficial to the participants.

Indian Language Instruction

One teacher was hired to teach the Salish language to students in Grades 9-12, for one hour per day.

We wanted to give students an appreciation and contact with the Indian language.

This has been an ongoing program that has been effective with a small group of students. The teacher is very dedicated and is updating his teaching methods.

Indian Tutor Program

One person was hired to work with Indian students during the regular school day as a direct tutor.

We are trying to improve the classroom performance of Indian students and aid Indian students to stay in school by helping the student find success in the classroom.

This has been a basically good program which has had considerable impact on elementary age children.

Activity Bus Transportation

A school bus was provided to pick up and deliver students for after school activities.

This made it possible for more students to participate in extra curricular activities within the school.

This was operated on a trial basis with limited effect. The after hour activities are so diversified that it was difficult to serve everyone adequately. It was a real help to some students.

Polson

Home-School Counselor

The home-school counselor was used to facilitate communication and adjustment of Indian students in the school. Help is offered to those with academic and social problems that relate to the school. Trying to keep parents informed about their child's progress in school is also part of the counselor's job.

Generally the counselor can be called upon to work with students with attendance problems, student-teacher conflicts and to give information about school programs.

This project is of great importance to the children in relation to his home life.

Transportation Program

This program aimed at providing rides for students after regular bus runs to enable them to participate in extra-curricular activities.

The program was a success in that more students were able to participate.

Arts and Crafts Program

This project introduced students to cultural and heritage centered art processes.

Several Indian students are involved in the band program and the rental on their instruments is being paid for by Johnson-O'Malley funds. They probably wouldn't be in band if it were not for this funding.

Students are more interested in school overall because the involvement made possible by the transportation program, band rental and the Indian arts and crafts. Students have said that it has been their involvement in these areas that have made school more interesting and gives them something to look forward to.

Elmo

Teacher Aides

A teacher aide is hired to help the teacher in the teaching of the children. This enables the teacher and the teacher aide to give extra help to the students that may be having a little trouble in one particular subject.

The objective of the project is to lower the pupil-teacher ratio and make the students that are having a little trouble feel that they are important too.

The teachers feel they cannot get along without the aides. They have more programs going on with the help of the aide and each pupil gets a little more attention.

Indian Studies

This project was designed to help the students know a little more about their culture. The students have an opportunity to learn their own culture and language. This has enabled the students to be proud of their heritage.

Kindergarten

This project is provided to help preschool students prepare for the first grade. They learn the basic of the first grade and learn to get along with the teachers and other students. This project helps the student be ready for the first grade and gives them more self confidence.

Fort Belknap Indian Reservation

Hays-Lodge Pole

Kindergarten

The kindergarten program is a continuing program. It builds and strengthens skills for a successful entry into the elementary school This program provides readiness work and experiences that children should have before they enter first grade. These children will be provided the services of our counselor and home-school coordinators so that problems in adjusting to school life can be quickly eliminated. The program will be evaluated by our regular testing program and followup observation.

This program is very important to help get the preschool children ready for elementary school.

Johnson-O'Malley Committee

Funds are provided to help transport committee members to and from conferences and workshops which are knowledgeable for them. The program is necessary to help the parents become more involved and become more knowledgeable about Indian culture around them.

Educational Field Trip Program

We believe that we can enrich our educational program through the addition of planned educational field trips. The Indian children attending our school are from isolated areas, which are economically and socially, as well as educationally deprived. Many of these children have never been outside the bounds of the reservation, or to any population center of any size. Many of these children are unfamiliar with and know very little about things that their counterpart in other communities take for granted.

This program was evaluated by the amount of increased interest and achievement of the students and their studies as measured by teacher rating scales and standardized tests.

Youth Recreation Night Program

We would like to keep our gym and recreation area here at the Hays-Lodge Pole School open for two hours at night, four nights a week and pay our teachers to supervise our students. This would entail only K-8 in both schools. This program is designed to help the juvenile problem that we have within our local communities of Hays and Lodge Pole. The evaluation of the effectiveness of the program will be determined by the lessening of our youth problems.

Arts and Crafts Program

This arts and crafts program is a continuing project that was very educational to the children last year. We have local people come into the school and teach arts, crafts, beading, legends and history of the Gros Ventre and Assiniboine. These funds will be used to purchase materials for the classes.

Physical Fitness Program

This physical fitness program will be to prove the physical abilities of the young Indian athletes in the Hays and Lodge Pole Schools. The athletic program is a continuing project that was very beneficial to the student. This program is for both boys and girls in all facets of physical education and athletics. EValuation of the program will be determined through physical fitness tests at the end of every six weeks. The tests used will be Marine Physical Fitness Test and the President's Physical Fitness Test.

Curriculum Coordinator

This program is expected to coordinate the curriculum for students from this area in grades K through 12. Students of this area currently attend Hays-Lodge Pole in grades K-8 and attend grades 9-12 elsewhere. It is anticipated that this program will result in better participation of students in this area to meet success in attendance in grades 9-12 and to improve the curriculum in grades K-8.

Home-School Coordinator

The home-school coordinator will work toward improving the relationship between the home and the school, parent and teacher, student and teacher.

The success of this program will be determined by comparing attendance records, parental interest and involvement in school affairs, and interest and achievement of the students. The program showed to be a great success and very much needed within the school.

Guidance Program

The goal of the project is to better prepare students to function in an educational institution in the future and better prepare them for adulthood. This will consist of establishing a guidance library for students to use and a complete testing program, along with individual and group guidance sessions. Batteries of tests includes the Stanford, Iowa Basics, Metropolitan, Lorge Thorndike, SRA and others.

Survey Needs for High School

This project is to develop a format, setting up needs for a high school project. This will include enrollment, budget, and transportation budget for a period of ten years. A study will be made on the dropout rate and causes for dropout. This project will be developed by the University of Montana.

This project is needed to help find out why students are not staying in school.

Science Project

The Hays-Lodge Pole Schools are participating in a science curriculum improvement project. The Science Curriculum Improvement Study or Elementary Science Study materials will be purchased andimplemented in K-3 classrooms. The project is needed to better involve the students in science. The project showed great results and is needed within the school.

Title IV and VII Projects Meeting

The purpose of this meeting was to inform the public regarding all federal funds. This was mandatory in regards to Title IV and VII. This was to make it possible for the community to nominate and select people to serve on the committee for Johnson-O'Malley, Title IV and Title VII.

Harlem

Special Teachers

This program is to provide for approximately three teachers and instructional supplies. The special classes will provide individual specialized instruction in the following areas: Art-we have initiated an art program which we feel adds measurable to the school curriculum. Indian Studies-our Indian Studies program has been developed as part of the American History curriculum. English, math and science- we will offer special subject areas. We offered art, a subject area in which Johnson-O'Malley children achieve fairly well, so that the students could have the feeling that they are achieving. Indian Studies was provided so that the students could develop knowledge and appreciation for Indian tradition and culture. English, math and science were taught to provide remedial courses so that students may be brought up to a level to participate in regular school curriculum.

The best evaluation of this program is to point out that our graduating class of 1974 consisted of 36 seniors. Seventeen of these were Indian students, 11 of which are from the Hays-Lodge Pole area.

Summer Guidance

The summer guidance program allowed guidance personnel time to meet with the parents and students and counsel them about attendance at Harlem High School.

Our objective was to meet with parents and students and acquaint them with registration dates and times and provide pertinent information relative to their attendance at our school.

We feel one best indication of the success of this program is the decrease in the dropout rate of affected children and the increase in graduating seniors.

Housing

This program was set up to provide boarding homes in Harlem for Hays-Lodge Pole students.

Our objective was to provide housing close to the student's home, so they can attend high school and remain part of their family circle.

The number of students taking advantage of this opportunity and the success achieved is the best evaluation of the program.

Kindergarten

This request is for a kindergarten program for all five year olds in elementary school. It will emphasize social and academic readiness for all concerned. Accepted evaluation procedures will be used to determine the effectiveness of the program.

Fort Peck Indian Reservation

Frazer

Johnson-O'Malley Committee Travel

The chairman of the committee to this date has made two trips; one to Billings and one to Helena. Four other people have made a trip to Billings seeking more information of the function and new ideas for Johnson-O'Malley. As of date, we have had very little feedback of what transpired at committee meetings, but hopefully in the near future we will have a complete report.

Physical Education

This project is used to buy tennis shoes for the students that are out for physical education. To this date they have very good success and recommend that this program continue.

Science Project

This project is electing to develop and buy better science material for the classroom in the middle school. Funds have been exhausted. We hope with the new equipment, students will be developing an interest that wil be everlasting in science. Teaching young people to work individually and to the best of our knowledge, this science has definitely taken an upturn in our school. In April we hope to verify success of this program by achievement tests.

Home-School Coordinator Program

This program has been a success continuing a daily observance of the absentee and tardy and making repeating calls to homes in the community to encourage the parents and students to be on the school grounds on time. Only through approved achievements we will be able to tell whether this program is a success.

Kindergarten

This program is a necessity in our community and because we have kindergarten all day long and was only funded for half of a day by the foundation program, a subsidy from Johnson-O'Malley is necessary for our total school program. Kindergarten is a transition from the parent to academic climate. It must be gradual, but very meaningful. Our success of the kindergarten program is a overall success by the number of students that attend daily. We should like to think that the contributions of being in a new building is going to alleviate some of the hazards of the former trailer house.

Industrial Arts, Arts and Crafts and Art

The Industrial arts program has taken off with great stride. We have purchased $5,000 worth of equipment and supplies. Unfortunately we have had to change teachers, but out overall success and interest by the students is shown by large percentage of our students participating in the total program. Our project has been completed as far as equipment is concerned for this year, and the overall results will be shown by the continued interest in the following years. We are teaching welding, mechanical drawing, wood-working, electricity and auto mechanics.

Wolf Point

Cold Weather Transportation

The Indian children that live on the edge of the city usually more than five blocks from the school can attend extra-curricular activities. The family does not provide adequate transportation. The result is undue absence because of weather conditions or because of illness perpetuated by exposure to the elements.

We are trying to eliminate excess absenteeism and tardiness to the degree that Indian students have attendance records comparable with other non-Indian schools. Attendance was improved.

Home Study Center

This is for students behind in their school work, to obtain help in completing lessons and getting term papers done. Tutors helped about 15 students from December to the end of the school year.

We try to keep students from failing their courses and keep them from becoming discouraged to the point where they feel like dropping out of school.

Four Indian seniors would not have been able to graduate without this help. All the others except two remained in school.

Johnson-O'Malley Committee Transportation

This is to promote Indian parent participation in education by providing means to attend Indian Education meetings and workshops throughout the state.

Our objective is to get Johnsom-O'Malley committee members to attend the state Johnson-O'Malley meeting at Billings principally.

Eight members were able to attend meetings in Billings, Great Falls and Missoula.

Summer School Program

Forty-five Indian high school and junior high students were enrolled and attended the school from June 26th to August 9th. They had a study, work and recreation schedule, which included weekly field trips to TV and newspaper media, historical sites and recreation complexes.

We wanted to interest the students in English through the communications media, and in their heritage Indian studies to allow them to see the school and teachers in a relaxed and enjoyable atmosphere and encourage them to return to school in the fall.

Attendance was extremely high as well as interest and enthusiasm. The entire school experience was enjoyable to the students and the staff as well. Virtually all returned to Wolf Point school system or went to BIA boarding schools.

Expansion of Curriculum Offering

Indian studies director taught 50 Indian students in Indian studies, provided source material and consulted with teachers as to proper inclusion of Indian material. It is a liaison for Indian students, parents, teachers and administrators.

We tried to provide encouragement, direction and other help to keep Indian children in school and to better the self-image of the Indian student by providing him with a background in his Indian history and culture.

This is only the beginning year and would be hard to evaluate, but seems to being going real well.

Home-School Visitors

We have two home visitors, male and female. They mainly check the causes of absenteeism, help parents with paperwork, take sick children home or to the clinic or docotr and work with other agencies to help solve family problems

The home-school visitors serve as a contact between family and school, to keep misunderstandings between school and parents to a minimum.

The project keeps the absenteeism of Indian students, as a group, very low and helps to keep the parents informed when the children are absent. Chronic absenteeism on the child's part is stopped before the child is gone too long and becomes discouraged and afraid to return to school.

Parental Costs

Teachers and coaches arrange through the Indian counselor-Indian studies director to obtain the needed equipment, supplies or services after the need has been determined by a combination of student, instructor, counselor and director. Claim voucher is signed by the student and countersigned by Indian Studies director. The voucher is then submitted to the school board.

We want to help the Indian children take part in activities, which they might not have participated in otherwise, by purchase of clothing, eye glasses, activity supplies such as athletic and band equipment, insurance, art and shop materials.

All these needs have been taken care of for the students but teachers, students and parents need to know the limitations of this account.

Indian Club Activities

Young Indian people need to participate in some group activity which is enjoyable and provides an opportunity for social acceptance. The girls particularly have not been afforded such an opportunity.

We try to provide an opportunity for Indian students to function in a social activity designed to utilize their own particular culture.

So far this has primarily helped the girls in grades 4-5-6 (45 girls) also 15 high school girls in their basketball team.

Poplar

Home-School Coordinator

Through the use of a home-school coordinator, students will be contacted when they are absent or repeatedly tardy. The coordinator will attempt to impress upon the parents the essentiality of student's punctuality and regular attendance. The second coordinator will concentrate on kindergarten students with a major effort being made to orient these children in the school process.

Through the home-school coordinator, we are attempting to get better attendance, better parent-school--child-school involvement and prevent less drop-outs.

The project proved to be a big necessity to the school. There was less absentees and tardiness, and the drop-out rate decreased.

Transportation Project

By using the school bus, students from the east end of town will be provided transportation to school, thus lessening the absentees and tardiness rate of these students.

The evaluations we got from the students, teachers and bus drivers showed that the project was needed to help get the children to school.

Johnson-O'Malley Committee Travel

This project is designed to provide financial assistance to students and advisory committee members to allow attendance at various educational conferences held throughout Montana.

Through this project parents could knowledge more of what is going on throughout the state.

Summer Program

This project was started to increase an awareness, within the Indian students, of their knowledge politically, environmentally and socially.

We wanted the students to acknowledge the functions of the State Government, compare historical sites and events with the present day and be aware of the coal stripping that is taking place in Montana.

The summer program seemed to be a big success. We held the student's interest and therefore they were kept occupied throughout the summer, while at the same time they were learning.

Brockton

Instructional Aides

The two full time aides will assist the elementary teacher in such basic skills as math, reading, science and social studies.

The instructional aides will expand their value as teacher aides in the subject areas of math, science, reading and social studies as observed by the elementary teacher and the elementary principal and verified by the school board and Johnson-O'Malley committee.

The aides that are hired proved to be a success to the educational system and the students and teachers they worked with. They also brought in their knowledge of the culture and the town.

Health and Physical Education

This money has been used to purchase textbooks and physical education materials. Due to the high usage of drugs and the lack of individual sports, a program will be devised to help these areas.

The students who will participate in the physcial education program will be able to perform independent P.E. activities with a 75% accuracy as measured by the teacher.

The program, at this time, has been a success, but it is hoped that the program can be continued next year.

Science Project

This money will be used to bring forth a curriculum that will meet the needs of the academic and cover oriented students. Textbooks and science supplies shall be purchased.

The science teacher will purchase and organize the materials purchased into the academic and career education curriculum, as measured by the Superintendent of Schools.

The program was a success and has again been placed under funding for next year. By expanding these funds for one or two more years, the district will have a program designed for the objective stated.

Recreation and Other Cultural Experiences

Due to the geographical location of the town of Brockton, it is necessary that outside entertainment and recreational activities be established. Students will also be taken to other parts of the state so they can see and take part in the entertainment.

The students of the Brockton school district will participate and gain some values in 90% of the recreational activities offered by the school, as measured by attendance.

Through observation of the number of students who participated in the program, and the excitement they showed while observing the program, it was a great success. This program is needed so the students can see other cultural types of entertainment besides their own.

Home Economics

Some two years ago the home economics room caught on fire and 90% of the equipment was destroyed. At this time the program has not totally recovered from the damage. These funds are needed so students can expand their knowledge and understanding of nutrition.

The needed home economics supplies will be ordered by the home economics teacher, evaluated by the Superintendent of Schools and approved of by the Board of Education and the Johnson-O'Malley committee.

Even though the program needed more funds, the students accepted the course offerings. Many of the students were able to make dresses and other articles they could not make at home. This program should continue.

Kindergarten

These funds were used so a quality kindergarten program could be established and maintained.

The Brockton School Board will hire a certified and qualified (by state and school policies) kindergarten teacher with the final approval coming from the Board of Education.

The kindergarten teacher will continue and enhance the existing kindergarten curriculum as evaluated by the Superintendent of Schools, with final approval from the Johnson-O'Malley committee and the Board of Education.

The teachers who taught the grades above kindergarten could see an improvement in the students when they attended kindergarten. The program has been a success.

Instructional And Vocal Music

This program has been implemented so another activity, other than athletics, could be established for the student. The music program will be established in the areas of vocal and instrumental.

The music teacher will establish a musical program and purchase materials and supplies as measured necessary by the Johnson-O'Malley committee and the Board of Education.

For the first time in some fifteen years, the school has had a band in the junior high school. This coming year it is hoped that the existing band will be expanded and a choir will be organized.

Library Services

These funds have been used to upgrade the books in the library so that the school library can be acceptable to the school board. Audio-visual equipment is also needed due to the students audio and visual perception to learning in this matter.

The librarian will purchase books and the audio-visual supplies. The students will then have the materials available to go into the library at any time and use them.

For the first time the students are starting to become involved in the library and how it can benefit them. It is hoped that this project can continue for another two years.

Mini Course Education

The area of the project has been developed to bring more course offering to the students. The range of courses will be from photography to poetry to physical education.

The mini-courses will be offered by the high school teachers and materials will be purchased and available to students to use.

During the entire year the mini-courses were full and the students and teachers were excited about the variety of careers offered. We hope that more students will be able to participate in future years.

Johnson-O'Malley Committee

The purpose of this project is to send the Johnson-O'Malley committee to state and local meetings so that they can be better informed about education and Johnson-O'Malley.

The Johnson-O'Malley committee will attend at least two meetings pertaining to matters of education, so a value of knowledge can be obtained by the members, with final approval by each member.

All the members who attended the meetings in Billings and Wolf Point stated these meeting as very informative. The members stated that the meetings improved their knowledge of Johnson-O'Malley and other federal programs.

Art and Shop

This program was developed so that the students would have another hand-oriented course to take. The course was also geared to future careers.

Our objective was to develop and implement art and shop classes and purchase materials throughout the school year.

The program was a huge success for all the students who took the course. Many students wanted to enter the course but couldn't because of lack of room. It is hoped that this program can continue for another two years so all the students have the opportunity to participate.

Elementary Social Studies

Many, if not all, the social studies books did not give a true picture of the Indian culture. These funds would be used to upgrade and expand the program that was already being offered, so that a better picture of Indian culture could be seen by the students.

The objective was to select and purchase social studies books for grades K through 3 that would explain and bring knowledge of the Indian people and their culture to the students.

The materials that were ordered for the first three grades was well received by both the teacher and the student.

Research for New School

A pamphlet was put together by the University of Montana so a need for a junior and senior high school building could be seen on a layout.

We wanted the University of Montana to develop a pamphlet that would explain the needs of a new junior and senior high school.

The pamphlet was accepted by the Board of Education and at this time the people in Washington were pleased to have the pamphlet showing the layout.

Elementary Science

The science program that was in existance did not meet the needs of the students, so we put a program together that we felt would meet their needs. The program that was put in existance is hand-oriented and is based on inquiry not lecture.

We purchased and implemented a science curriculum for grades 4 through 6.

While observing the program in operation the students and teachers were involved in the program. We could see that learning was taking place.

Rocky Boy Reservation

Havre

Johnson-O'Malley Summer Counseling Program

The project proposed herein is one devised to counsel Indian youth and parents to attempt to get the young people, either back into public school or involved in some form of training or upgrading. A counselor and Indian aide would be utilized to seek out the young people of this area to establish rapport with them and their parents and devise a program to meet the interests and needs of the individual.

Our objectives were to get as many of the 1974 drop-outs back into school for the 1974-1975 school year as possible, to continue the personal relationship between the Havre School System and the parent of the Indian students of the area, that have been in existence the last four years, to give direction to the Indian school age dropouts of the area who have been out of school for several years. This involves school, trade school and other available programs, to help the present students and graduates to arrange for advanced education, and counseling them to take advantage of opportunities that do exist, to help the counselors of the Havre School System to a better understanding of the home situation of any given Indian student so they can counsel with more understanding, to aid the top Indian students of one area to attend educational, cultural and in general any functions in the state that will help them to grow mentally and socially and to provide an unofficial counselor for the Indian student in the high school during the regular school year.

The program will be evaluated by followup studies of the youth served in the 1974 program. This would include returning to school, attending other formal training institutions, upgrading their training and studying their occupational profile.

Another area would be the good will created between the school system, the public, and employees that parent counseling may bring about. This would have to be subjectively evaluated, but could be the most important value of the project.

Box Elder

Kindergarten

A fully certified teacher was hired on a half-time basis to instruct the children in this program. She was assisted by a teacher aide. The participants consisted of two groups--those entering the first grade the next year and those 4 and 5 year olds not entering primary school the next year.

This program's goal was to prepare the young Indian students for entry into the first grade. It gave the young Indian student experiences in social activities and story time, etc., in order to prepare them for regular school grade placement.

The success of this program was evaluated by the success of the young participants' entry into the first grade. Overall evaluation rating was very successful.

Summer Enrichment Program

This program provided activities for Indian students residing in or near Box Elder. The activities included reading, art, in the morning portion of the program; additional recreational activities in the afternoon; and roller skating, swimming, etc. in the evening.

Our objectives were to provide enjoyable educational experiences for the Indian children during the summer months and to allow the children to accomplish tasks of their choice at their own individual accomplishment levels and to feel success for their efforts.

Evaluation was based on voluntary participation by students and their comments. Overall evaluation was very successful.

Bus Transportation for Students Participating in School Activities

Because of transportation expenses, this need became evident, otherwise the Indian children of this area would be penalized because of their geographic location.

We wanted to allow all the Indian students of this system the opportunity to participate in all extra curricular activites and to learn from these activities.

Based on voluntary participation by Indian students, this project was very rewarding and satisfying to the students.

Elementary Teacher Aide and Johnson-O'Malley Committee Expenses

Two adult Indian teacher aides were employed to provide individual instruction and health for elementary students. The project was designed to help Indian students achieve success in the elementary grades. The aides were allowed to do clerical work for one hour a day with the remainder of the day being spent with individual Indian students who needed help.

We tried to provide direct help to elementary Indian children that required assistance to maintain grade level accomplishments.

The program was evaluated by the degree of success achieved as determined by teacher observations and testing. Overall evaluation rating highly successful.

Johnson-O'Malley committee expenses were evaluated by enriched contributions of Johnson-O'Malley members to programs with their direct planning and involvement.

Rocky Boy

Kindergarten

This program will provide a kindergarten program to increase the readiness activities of five year old students entering first grade the following year. Students entering will be measured by pre and post objectives readiness tests as well as meeting specific behavorial objectives as outlined in the program.

The program is a very big necessity to the school, it helps the preschool students be able to go into the first grade with a little knowledge as to what to expect and a little more responsibility.

Teacher Aides

The teacher aides help the teacher in the classroom. This provides extra time for the teacher to spend with students that might need a little extra help in one particular area.

The project is very successful in that students aren't pressured to get their work done without the extra help. If a student should not understand something, the teacher has that extra time to help the student out. Attendance was also increased and grades increased tremendously.

Curriculum Coordinator

This program is expected to coordinate the curriculum for students from this area. It is anticipated that this program will result in better preparation of students in this area to meet success in future years.

Education Materials

No narrative report submitted.

Equipment and Repairs

No narrative report submitted.

Johnson-O'Malley Committee Travel

This program provides money for committee members to travel to and from conferences and workshops that are informative about Indian Education. This gives the committee members the opportunity to attain more knowledge in the field of Indian Education and to learn what is going on in other parts of the state concerning Indian Education.

Research-Writer

This project will allow for a research-writer to do research and writing in connection with the production of Chippewa-Cree Bilingual-Bicultural school curriculum materials. The ultimate goal is to do the necessary groundwork for the production of a Chippewa-Cree social studies and history textbooks. The groundwork will be the production of a bibliography on the Chippewa-Cree Indians and other related research work and writing.

Johnson-O'Malley Other Projects

Montana Indian Youth Practicum

During June 6-11, 1974, the Montana Indian Youth Practicum was conducted on the campus of Rocky Mountain College, Billings, Montana.

The primary "project objective" was to provide an Indian "Boys and Girls State" experience for native American children residing within the State of Montana, and native American with the northwest region adjacent to Montana.

The "MIYP" proved to be extremely successful in accomplishing its primary objective. In all, over 200 native American children participated in the actual process of formulating "Moot answers" to current problems facing tribal governments within Montana. Sharing experiences among peers from other tribes proved to be beneficial to the better understanding of problems common to all native Americans. In conclusion, this practicum provided a unique experience for native Americans, which will hopefully be continued in future years.

Upward Bound

It is a pre-post secondary preparatory program designed to generate the skills and motivation necessary for success in education beyond high school, among young people from low income backgrounds and inadequate secondary school preparation.

This project is needed to combat high school dropout, motivate students to pursue postsecondary education and improve skills needed for success in postsecondary work.

Our objectives were to improve self concept, provide a wide range of opportunities so all students may find something they can do well and feel good about, assist in academic skills development, motivate to enter postsecondary education and provide for social development.

The teachers and students rated the program highly.

Third Annual All-Indian High School Speech Tournament

Today in America there exists a cultural void in communication between Indian youth and society as a whole. The world of the Native American Indian with it's culture, values, ethics and religion is precious in the heart of every Indian youth. In the old tradition of Indian history there were no history books. A complete and concise history of one's people or tribe was passed from generation to generation in the native tribal tongue through oral expression. Indian oratory is nothing new. Unique concepts like Indian humor, Indian originality and the poetic smoothness of a speech given by a tribal elder have been the means through which

Indian people have been communicating and bridging gaps between Indian nations and between generations.

The Native American Youth of today have much to say and even more to offer. Like everyone else, Native American youth have a right to be heard. Through Indian education and a bridge of communication through which Indian education can be fully and positively utilized, the gap between Native American youth and today's society can be crossed. To leave Native American youth neglected and unheard will only widen the communication gap that now places Native American youth in a bicultural void that lies between two worlds.

To create an environment where Native American youth can utilize traditional Indian oratory and contemporary speech communication processes in order to better acquaint themselves and the contemporary educational system with Native American Indian culture, values, morals, ethics, religion and the way of life as a whole, is the intent behind which the University of Montana Kyi-Yo Indian Club is proposing the Third Annual All-Indian High School Speech Tournament.

The areas of Indian oratory and contemporary speech in the tournment program are:

(1) Declamation
(2) Extemporaneous Speaking
(3) Original Speeches
(4) Debate
(5) Open Forum

Declamation

Declamation speeches will be public addresses given by any Indian tribal, national or state leader of past or present. Examples of declamation speeches will be mailed out to all participating high schools prior to the program. However, the participants will be strongly encouraged to do their own research prior to the program and present a declamation speech that the participant has discovered on their own. Declamation speeches are to be presented by the participant without notes and completely from memory. Declamation speeches are to run from five to ten minutes in length.

Extemporaneous

Extemporaneous speaking will be impromtu speeches of from six to eight minutes in length on an Indian related topic. Two topics will be "drawn from the hat" thirty minutes before speaking time by each participant. From these two topics the participant will select one and present a public address on it. Examples of topics to be placed in the extemporaneous "hat" for drawing are:

(1) Abolishment of the Bureau of Indian Affairs
(2) Red Power: Right on Russ!
(3) The "All Conference Indian"

Original Speeches

Original speeches shall be public addresses that are completely composed and written by the individual participant. Participants may use notes in presenting these originally composed public addresses.

Debate

Each participating high school will be strongly encouraged but not required to enter a debate team. Each debate team shall consist to two two-member teams. Of the total four members, two members will be on the school's affirmative team and two members on the negative team. The topic for the debate shall be mailed to all participating schools at least six weeks prior to the program so as to allow adequate preparation time.

Open Forum

The open forum will not be formally judged. This portion of the program will be a "rap session" on contemporary Indian issues with everyone in the program involved. Indian leaders, non-Indian educators, and other peoples involved in the lives of the Native American Indian throughout Montana will be invited to attend and add their input. The purpose of the open forum shall be to expose the participants to contemporary issues of the Native American and to expose non-Indian educators to the same.

Judging

Judges for the program will be drawn from available University of Montana faculty and staff, graduate students and other qualified persons who are willing to volunteer their services.

The program shall run for three days in November, 1973, or March, 1974. This will depend upon school activities and Kyi-Yo Speech Tournament Committee members.

Participation

Last year (1972) a total of sixteen high schools from throughout Montana participated in the program. This year, twenty to twenty-five Montana high schools shall be contacted and encouraged to participate. An estimate of expected participation in the 1973 All-Indian High School Speech Tournament is twenty high schools. This places the cost per school at $224 with the proposed total program budget being an allocation of $4,500 of Johnson-O'Malley funds being requested.

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

MONTANA
State

RECEIPTS

Balance carried forward July 1, 1973		$ 27,269.41
Johnson-O'Malley Contract	$1,060,000.00	
Administration Transferred to 1974	$ .00	
Refunds from Schools	$ 11,816.01	
TOTAL		$1,071,816.01
Total Funds Available		$1,099,085.42

EXPENDITURES

1. Administration		$ 62,132.87
2. Parental Costs		$ 5,340.00
3. Special Programs		$ 720,879.71
A. Guidance and Counseling	$ 29,357.18	
B. Attendance and Home Visitor	99,274.55	
C. Remedial and Special Education	70,411.00	
D. Teacher Aides	105,298.00	
E. Summer Programs	44,781.00	
F. Expansion of Curricular Offerings	166,551.22	
G. Transportation	38,723.63	
H. Parental Involvement	23,720.04	
I. Other Special Programs	142,763.09	
4. Kindergarten		$ 290,201.55
TOTAL EXPENDITURES		$1,078,554.13
Transferred to Special Projects		$ 16,289.16
Transferred to Administration		$ 4,242.13
BALANCE		$1,099,085.42

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

Code	Description	Actual Expenditures Fiscal Year 1974
1100	Salaries	$30,939.74
1300	Benefits	3,665.06
2102	Consultants	33.30
2499	Consultant Travel	3,880.33
2211	Supplies	296.37
2302	Telephone	18.94
2304	Postage	557.08
2400	Travel	5,120.35
2502	Rent	62.50
2700	Repairs, Maintenance	52.60
2800	Dues & Subscriptions	16.60
8199	Indirect Costs	17,490.00
	TOTAL	$62,132.87

Summary of Allocations

Other Special Projects

Montana Indian Youth Practicum	$30,000.00
Fourth Annual All-Indian Speech Tournament	4,653.00
Upward Bound	5,000.00
TOTAL	$39,563.00

TABLE II

JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS

Reservation	Total Johnson-O'Malley Funds
Rocky Boy	$ 165,305.16
Northern Cheyenne	50,146.83
Fort Peck	97.131.20
Fort Belknap	126,424.95
Flathead	113,238.09
Blackfeet	212,313.31
Crow	195,338.81
TOTAL	$ 976,858.26

DISTRICT	NO.	ENROLLMENT TOTAL	JOM NO.	JOM %	FY75 TAXABLE VALUATION	LOCAL TAX LEVY	75 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Browning Elem.	9	2010	1708	85	5,833,067	8.30	1741	132,570,400	662,285.00	88,457.00	143,368.56
Browning H.S.	9				6,625,772	10.22	525	58,016,900	216,353.00	30,640.00	
Cut Bank Elem	15	1279	102	8	14,240,948	14.09	938	64,911,700	.00	6,672.00	212.21
Heart Butte Elem.	1	193	186	96	87,436	10.04	223	3,444,346	93,038.00	20,467.00	58,522.45
East Glacier Elem	50	53	28	53	792,705	1.02	55	5,400,000	10,349.00	1,359.00	442.83
Valier Elem.	18	365	77	21	3,247,644	16.02	273	17,767,100	6,968.00	4,986.00	9,767.26
Valier H.S.	18				4,101,258	14.97	146	15,801,100	15,654.00	8,921.00	
Hardin Elem.	17H	1258	406	32	8,928,671	17.91	1447	97,520,000	169,164.00	31,034.00	59,391.40
Hardin H.S.	1	474	85	18	11,011,884	7.12	505	43,980,000	50,678.00	14,759.00	
Lodge Grass Elem.	27	360	254	70	2,045,738	21.92	422	30,446,511	91,474.00	19,302.00	38,915.33
Lodge Grass H.S.	2	163	98	60	4,336,500	12.88	179	20,968,695	68,777.00	7,821.00	
Pryor Elem.	2	80	71	89	834,137	6.56	97	7,594,296	46,429.00	4,416.00	60,599.22
Wyola Elem.	29	106	85	80	1,161,852	27.04	153	9,866,694	23,071.00	5,046.00	27,221.94
Edgar Elem.	33	57	9	16	802,764	27.60	74	5,091,745	.00	.00	9,210.92
Edgar H.S.	4	71	32	45	1,092,368	9.17	70	10,217,790	25,417.00	.00	
Arlee Elem.	8	386	107	27	1,032,992	15.39	392	20,334,600	41,064.00	9,248.00	15,473.12
Arlee H.S.	8	130	40	30	1,032,992	4.04	131	13,680,496	23,481.00	4,132.00	
Charlo Elem.	7	206	10	5	1,255,178	30.10	248	15,519,058	6,048.00	2,952.00	4,118.88
Charlo H.S.	7	131	11	8	1,255,178	14.99	175	16,905,963	9,333.00	984.00	
St. Ignatius Elem	28	472	137	29	1,695,761	16.93	521	29,175,318	57,843.00	20,268.00	20,078.12
St. Ignatius H.S.	28	178	38	21	1,695,761	32.37	235	23,280,424	17,444.00	5,903.00	

DISTRICT	NO.	ENROLLMENT TOTAL	JOM NO.	JOM %	FY 75 TAXABLE VALUATION	LOCAL TAX LEVY	FY 75 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Ronan Elem.	30	898	97	10	4,043,898	18.83	947	55,290,000	44,302.00	15,546.00	16,629.77
Ronan H.S.	30	424	35	8	4,043,898	17.13	516	37,269,800	19,164.00	6,100.00	
Polson Elem.	23	764	56	7	9,575,545	12.77	829	46,054,550	13,057.00	14,561.00	15,826.45
Polson H.S.	23	473	19	4	11,142,064	30.04	512	38,523,184	10,712.00	7,674.00	
Elmo Elem.	22	53	44	83	145,527	.00	80	5,005,840	15,612.00	2,755.00	28,447.69
Hot Springs Elem.	14	214	17	7	1,239,891	13.96	212	11,869,600	10,385.00	2,239.00	8,642.35
Hot Springs H.S.	14	108	6	5.5	2,067,940	15.13	109	11,948,800	5,688.00	2,239.00	
Dixon Elem.	9	63	32	51	636,371	10.42	76	7,387,420	9,879.00	2,598.00	9,440.65
Dixon H.S.	9	39	12	31	636,371	39.13	40	7,662,500	7,514.00	742.00	
Hays-Lodge Pole Elem.	50	206	205	99	123,377	8.25	301	32,100,000	102,906.00	23,625.00	68,295.43
Harlem Elem.	12	405	223	55	1,853,684	11.79	499	26,933,950	78,811.00	12,603.00	63,077.51
Harlem H.S.	12	205	119	58	3,282,751	20.23	270	23,892,680	70,140.00	12,435.00	
Wolf Point Elem.	45	638	220	34	4,286,259	38.34	860	56,259,600	52,164.00	32,007.00	35,965.70
Wolf Point H.S.	45A	453	82	18	6,791,247	27.24	533	47,594,200	24,501.00	9,470.00	
Brockton Elem.	55	200	195	98	374,471	28.73	265	16,245,000	80,513.00	15,151.00	43,167.07
Brockton H.S.	55F	NR*	NR*	NR*	374,471	9.87	65	9,042,000	29,347.00	4,546.00	
Poplar Elem.	9	671	420	63	4,850,879	4.71	788	57,668,800	141,354.00	43,750.00	15,051.00
Poplar H.S.	9B	257	123	48	4,850,879	20.40	273	32,525,000	37,958.00	8,144.00	
Fraser Elem.	2	130	107	82	710,495	3.65	174	13,033,456	28,393.00	12,739.00	27,810.97
Fraser H.S.	2B	65	45	70	1,790,230	.00	60	8,796,232	28,467.00	3,336.00	
Colstrip Elem.	19	NR*	NR*	NR*	8,031,340	11.90	298	19,334,500	.00	.00	2,004.71
Colstrip H.S.	19	165	33	20	9,480,690	8.53	221	20,606,898	26,560.00	10,614.00	

DISTRICT	NO.	ENROLLMENT TOTAL	JOM NO.	JOM %	FY75 TAXABLE VALUATION	LOCAL TAX LEVY	FY 75 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Lame Deer Elem.	6	341	324	95	218,277	.00	487	25,007,450	119,017.00	21,323.00	49,462.77
Box Elder Elem.	13	167	145	86	700,921	22.88	240	152,053	46,144.00	3,292.00	20,019.77
Box Elder H.S.	G	105	96	91	700,921	22.00	120	175,552	58,045.00	1,097.00	
Rocky Boy Elem.	87	319	315	98	48,514	1.29	518	10,000	153,647.00	20,219.00	121,699.00
Havre Elem.	16	2876	210	7	12,883,451	41.16	2049	1,446,515	13,224.00	26,489.00	3,995.18
Havre H.S.	A	NR*	NR*	NR*	14,860,329	31.37	1237	1,091,738	8,133.00	13,479.00	

* Not reported

ILLUSTRATION I
62 IAM 3
REVISED 2/27/68

YEAR 1973-1974
STATE SUMMARY REPORT
STATE MONTANA DISTRICT BILLINGS

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY) SCHOOL _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers 1/	DROPOUTS 2/ a	b	c	d	e	f	g	h	Total Compl.	Total Enroll.
Kg.	7	184	176	4	1	1											373	16	6								342	673
1		6	241	264	45		1										557	48	2								500	1281
2			12	302	307	86	6										594	47									525	1259
3			1	11	145	287	114	11	1								570	46	2								514	1272
4					3	164	287	96	18								568	46									517	1405
5						4	162	279	115	18	3						581	84									505	1415
6						1	9	143	270	123	23	3					572	69	1								514	1418
7								4	145	272	127	16					564	83									524	1388
8									15	161	167	120					463	101								1	462	1457
El. Ug.		1	2	5	10	8	13	12	13	14	14	15					107	2	1			1					103	184
Total Elem.	7	191	432	466	511	551	592	546	577	588	336	154					4949	522	11			1				1	4506	11752
9											175	218	113	46	6		558	55	13		6	8	4		8	56	374	1525
10											12	118	179	91	23	3	426	39	13	17			2		4	7	282	1310
11												17	116	138	58	14	343	19	6	12	9				6	28	247	1244
12													4	12	125	95	236	10	7	3	3	6	1		1	6	197	1134
Sec. Ug.											1	2	4	1	1		9	1				1					15	41
Total Sec.											188	355	416	288	213	112	1372	124	39	32	18	15	7		14	87	1115	5254
Total El & Sec.	7	191	432	466	511	551	592	546	577	588	522	509	416	288	213	112	6521	646	71	32	18	16	7		14	87	5621	17006

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents (b) marriage, (c) employment, (d) detailed by law agencies, (e) illness, (f) death, (g) expelled (h) other
Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right colun is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Offices of the Bureau of Indian Affairs.

MONTANA TITLE IV ENROLLMENT DATA
1973-74

Johnson-O'Malley Schools	Elem.	H. S.	Off-Reservation Schools	Elem.	H. S.
Arlee	203	61	Anaconda	133	35
Babb	85		Billings	342	59
Box Elder	130	83	Butte	360	64
Brockton	164	42	Chinook	70	30
Browning	1,369	432	Columbia Falls	39	20
St. Ignatius	218	47	Conrad	20	0
Charlo	24	11	Culbertson	19	0
Colstrip	0	39	Miles City	17	0
Cut Bank	139	43	Dodson	34	14
Dixon	37	20	Glasgow	139	16
East Glacier	26		Great Falls	654	90
Edgar	10	37	Hamilton	[illegible]	
Elmo	44		Helena	134	108
Frazer	112	43	Kalispell	36	
Hardin	490	112	Livingston	13	10
Harlem	265	126	Malta	30	20
Havre	149	58	Missoula	127	84
Hays	321		Nashua	12	
Heart Butte	162		Shelby	16	10
Hot Springs	32	16			
Lame Deer	350				
Lodge Grass	259	132			
Polson	143	58			
Poplar	420	123			
Pryor	51				
Rocky Boy	382				
Ronan	246	96			
Valier	29	40			
Wolf Point	223	84			
Wyola	83				
	6,166	1,703		2,223	560

Title IV Elementary Students	8,389
Title IV High School Students	2,263
TOTAL TITLE IV ENROLLMENT	10,652

TITLE IV INDIAN EDUCATION ACT
P.L. 92-318

As part of the Education Amendments of 1972, the U.S. Congress authorized the U.S. Commissioner of Education to implement Title IV, P.L. 92-318, the Indian Education Act.

Part A of this Act, the Indian Elementary and Secondary School Assistance Act, authorizes the Commissioner of Education to make grants to local educational agencies for designing and carrying out elementary and secondary school programs specifically designed to meet the special educational needs of the Indian students they serve. To be eligible for a grant under this Act, a local educational agency must, among other things, have an Indian enrollment of at least ten students or at least 50 percent of its local enrollment. This requirement does not apply to Alaska, California and Oklahoma or to schools located on or near a reservation. The individual allotments are determined by a statutory formula utilizing these enrollment figures, which shall be based on the best available data.

For the purposes of applying for a grant under Title IV, Part A of the Indian Education Act of 1972, it is necessary to identify the number of Indian children enrolled in the School District. Completion of this form is required for student eligibility.

Any child meeting the following definition from Title IV, Part A of the Indian Education Act of 1972 (Public Law 92-318) is eligible to be served by this program.

> Individuals of Indian descent are defined as follows: (a) a person who is a member of a tribe, band or other organized group of Indians, including those tribes, bands or groups terminated since 1940 and those recognized now or in the future by the State in which they reside; or (b) a person who has a parent(s) or grandparent(s) who is such a member(s) of a tribe; or, (c) a person who is considered by the Secretary of the Interior to be of Indian descent for any purpose; or, (d) is an Eskimo or Aleut or other Alaskan Native.

As the MINIMUM requirement for eligibility, the student must have at least one (1) grandparent who is a tribal member as defined above.

TABLE III

MONTANA INDIAN RESERVATION FISCAL YEAR 1972 STATISTICS
ON ENROLLMENTS, TEACHERS, AND SCHOOL BOARD MEMBERS

Reservation	No. of Pupils of Indian Descent	Total No. of Pupils	No. of Teachers of Indian Descent	Total No. of Teachers	No. of School Board Members of Indian Descent	Total No. of School Board Members
Blackfeet	2,101	3,900	23	232	13	35
Crow	1,040	2,569	5	200	15	33
Flathead	661	4,539	12	259	7	52
Fort Belknap	342	816	1	65	5	13
Fort Peck	1,192	2,414	7	169	7	43
Northern Cheyenne	210	681	3	44	5	16
Rocky Boy's	766	3,467	11	188	5	19
TOTAL	6,312	18,386	62	1,157	57	211